**BTEC Creative Digital Media Diploma NQF - Department Assessment Policy 2022-2024**

**The Importance of Feedback**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the actual exam! Feedback is essential for your learning and will consist of written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

## Study Skills

The learning process for this course is student centred. Students are therefore required to take responsibility for the preparatory work and supplementary reading that is essential for the achievement of high grades. Students will need to gather information and research a variety of sources in order to demonstrate their understanding of topics. Students must word process work. In support of this there are a number of open access computer facilities around the college which students can use regularly.

**Working out of lesson time (weekly independent tasks)**

The course consists of 10 units over two years – 8 of which are internally assessed and 2 which are externally assessed. Your Unit submissions must be independently produced and it is unlikely that you will be able to complete them in class time alone. Students are expected to keep to the time schedule for the assignments on a weekly basis. Additional tasks may be set to improve the quality of the work, this does not necessarily need to be completed at home; **you can use free periods during the day to complete these tasks outside of lessons**. To keep a good work/life balance, you might like to treat College as a 08.45 to 16.15 work day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and is a more productive use of your time.

**Benchmark Assessments, Student Review and Predicted Grades**

*Benchmark grades for both years will be assessed on the evidence produced for the following pieces of work:*

**YEAR ONE YEAR TWO**

|  |  |
| --- | --- |
| * **BENCHMARK 1 (OCT):** Unit 10 – Film Production (Fiction) Learning Aim A * **BENCHMARK 2 (DEC):** Mock exam – UNIT 8 Media Industries * **EXTERNAL ASSESSMENT (JAN):** Unit 8 – Responding to a Commission * **STUDENT REVIEW 1 (JAN)** * **BENCHMARK 3 (MAR):** EXAM RESULT – UNIT 8 Media Industries * **BENCHMARK 4 (JUN):** Unit 18 Storyboarding – Learning Aim Learning Aim A * **STUDENT REVIEW 2 (JUL)** - ARG and PREDICTED GRADE CONFIRMED | * **BENCHMARK 5 (OCT):** Unit 35 Multicam – Learning Aim A (first sub) * **STUDENT REVIEW 3 (DEC)** * **BENCHMARK 6 (DEC):** Unit 19 Scriptwriting– Learning Aim A * **BENCHMARK 7 (MAR):** Reflection of progress of Unit 3 Digital Media Skills * **STUDENT REVIEW 4 (MAR)** * **EXTERNAL ASSESSMENT (MAY):** Unit 3 – Digital Media Skills |

###### **Coursework Deadlines**

To comply with the exam board requirements, work must be submitted punctually on the agreed deadline. Students must plan their work and manage their time. Work that is not submitted on the agreed deadline cannot be resubmitted (see below). All submission and resubmissions are to be uploaded onto your personal Edublog website before or on the submission date.

**Formative Assessment**

Throughout each of the two years, there will be preparatory tasks before the final assignment is carried out. During this stage formative assessment, verbal and written, may take place. After the assignment is started further formative assessment is not permitted under the BTEC guidelines and only summative feedback will be provided on the front sheet of the assignment explaining what criteria have been awarded and why. **No comments are permitted on the written work other than indicating where each criteria has been awarded (eg P1) alongside the relevant paragraphs or in the comments section of your blog entry.**

* RECORDED VERBAL FEEDBACK: 1-2-1’s will also occur in November and March to assist with target setting and student reviews (‘reports’) which get sent home to your parents.
* WEEKLY FEEDBACK: Your teacher will give weekly feedback and guidance on the formative Class tasks assessments as you progress through the course. Official feedback/guidance is not permitted once the final assignment is underway.
* REFLECTION AND TARGET SETTING: After each completed assignment, students will be expected to reflect on the feedback from their teacher and set themselves targets for improvement in the period in question. The students will write up their targets as ‘Learning Conversations’ onto the centralised computer system.

## Marking and Grading of work

Students will be set work on a regular basis to be completed within agreed set deadlines. This will be marked and returned within a maximum of three working weeks (often before).

Students will be given feedback on classwork which indicates the standard to which they are working and only limited guidance can be given on how work can be improved.

Grades and comments on completed work will be recorded onto a Unit record sheet which is kept in the class file for assessment and tracking:

**Resubmissions**

Should the work not meet the required standard the student may resubmit once only.

The Resubmission may be to achieve a Pass grade or to move the grade up.

The Lead IV can authorise a resubmission provided that

1. The hand in deadline was met

2. The resubmitted work can be completed without further guidance

3. The correct paperwork is completed (Declaration of Authenticity and Resubmission form)

There is only ONE resubmission per assignment (so if the entire unit is assessed in one assignment then one resubmission would be possible, if the unit is broken down into 3 assignments then 3 resubmissions would be possible)

A resubmission hand in date must be within 15 working days of return of work to the student and recorded on the Assessment Grid (the schedule of dates and hand-ins for the year)

**Failure to hand in**

If a student is unable to hand in work through illness or other valid reason they must contact the teacher via phone call or preferably email and work will be collected on the first day back.

**If the work is not submitted on time it will be treated as a non-submission and the student may fail the course.**

**Please note: handing in work is like taking an exam – if you do not turn up at the correct time you will not gain the marks.**

**PLEASE BE AWARE THAT IN ACCORDANCE WITH EXAM BOARD RULES THERE IS ONLY ONE DRAFT WHERE YOU WILL RECEIVE SUBSTANTIAL VERBAL FEEDBACK SO TREAT THE DEADLINE LIKE IT IS THE FINAL SUBMISSION DEADLINE. IN THIS WAY YOU WILL GAIN THE MOST USEFUL FEEDBACK AND HAVE THE GREATEST CHANCE OF ACHIEVING A TOP GRADE.**

* *MODERATION OF UNITS:* Your teacher will show you the marking criteria for the coursework throughout the process (and this will also be available on GOL). A sample of coursework in each Unit will subsequently be moderated at least once by another member of staff before the final marks are communicated to you prior to any external moderation by the Exam board Pearson.

Any questions on coursework procedures can be found on the Godalming Online Exams Website.

**Other Considerations**

* *RETURNED WORK:* Work will be assessed and returned within 15 working days of it being submitted. The exam board stipulates that no feedback or formal grade can be released to students by the teacher. Although the coursework is internally marked and moderated the exam board operate an external verification system and they reserve the right to amend/confirm your final grade in August with your results.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).**
2. **Approach to Learning :**How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an P-D\*grade (A-level) are encouraged to continue with their studies into the 2nd year. However for students who receive a U as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!